

Overview

The purpose of this lesson is to familiarize students with some of the people of Kansas Territory. The students will work cooperatively to read 10 biographical cards and summarize main ideas, events, and important details. Each student will further summarize the materials by creating cards to play "Who am I?" This is a game that rewards knowledge about the territorial characters. The lesson as written will take four class periods but can be modified to meet the teacher's needs.

Standards

History:

Benchmark 2: Indicator 3 The student describes the role of important individuals during the territorial period (e.g., Charles Robinson, James Lane, John Brown, Clarina Nichols, Samuel Jones, David Atchison, Andrew H. Reeder).

Reading:

Benchmark 4, Indicator 9 The student uses paraphrasing and organizational skills to summarize information (e.g., stated and implied main ideas, main events, important details) from appropriate-level narrative, expository, technical, and persuasive texts in logical order.

Objectives

Content:

- The students will retell important information about 3 to 10 people who made important contributions to Kansas Territory.

Skills:

- The students will summarize the main ideas, events, and important details of an expository text.
- The students will use paraphrasing and organizational skills to write a series of factual statements in logical order.

Essential Questions

- Why was the issue of slavery so important in Kansas Territory?
- In what ways did people help advance a particular cause?



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Activities

This activity uses the following *Read Kansas* cards:

- Charles Robinson
- Sara Robinson
- James Lane
- Andrew Reeder
- John Brown
- Clarina Nichols
- Samuel Jones
- David Atchison
- Julia Louisa Lovejoy
- John Ritchie

This lesson works best after the students have been introduced to some basic information about the fight over slavery in Kansas Territory and its consequences.

Day 1

Divide the class into small groups. Each group will work together to read about the 10 individuals (“Territorial Characters”) who played a significant role in Kansas Territory. Students will work together to summarize the main ideas, events, and important details of each reading. Make five copies of the **Territorial Characters Note-Taking Worksheet** for each student. (Each page has room for notes on two “Territorial Characters.”)

Day 2

Continue working in groups to read the 10 *Read Kansas* cards.

Day 3

The class is going to create a game called “**Who am I?**” Each student will be responsible for creating 3 to 10 cards (whatever number is appropriate for your class). Each card will have 4 facts about a specific person. The first fact should be very broad, making it hard to guess the person. The second fact should be a little more specific and so on, with fact number four being the most specific. An example of a game card and blank game card forms are included.

Day 4

1. Divide the class into teams of 3 to 5 students. Pick one student to be the host of the “**Who am I?**” game and another to be the scorekeeper.
2. Put all of the student-generated cards into a box. Have the host randomly pick out a card and read Fact Number 1. If no one can correctly guess the territorial character, move on to Fact Number 2 and so on until a team has correctly identified the territorial character. When a team guesses the wrong character they are “out” for that round. The first team to guess the name of the correct territorial character earns points. The team with the most points at the end of the game wins.

Points are given based on the following scale:

- Correct guess after Fact Number 1 receives 4 points
- Correct guess after Fact Number 2 receives 3 points
- Correct guess after Fact Number 3 receives 2 points
- Correct guess after Fact Number 4 receives 1 points

Assessment

- Evaluate the students' ability to successfully complete the note-taking worksheets.
- Evaluate the students' ability to create accurate and logical game cards.

For the Teacher

If you are using the textbook, *The Kansas Journey*, use this lesson with Chapter 4. Otherwise, the information in the readings should provide the background information needed to complete this lesson.

The Kansas-Nebraska Act (1854) opened Kansas Territory for settlement. Before this Act only American Indians, missionaries, government agents, and military were allowed to live here. The Kansas-Nebraska Act included the concept of popular sovereignty that allowed the people living in the territory to decide if slavery would be permitted on their soil. This created what became known as "Bleeding Kansas," as both proslavery and antislavery forces battled for control.

If you or your students wish to explore primary documents from the territorial period, more than 2,000 can be found at www.territorialkansasonline.org.

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Resources for this lesson are from:

- Kansas State Historical Society collections

Who am I?

Game Cards

Who am I?

1. I came to Kansas to fight against slavery. (4 points)
2. I helped slaves gain freedom. (3 points)
3. I believed that violence was justified to bring an end to slavery. (2 points)
4. I led a raid on Harpers Ferry, Virginia to get guns to arm slaves and was executed for treason. (1 point)

Answer: John Brown

Who am I?

1. (4 points)
2. (3 points)
3. (2 points)
4. (1 point)

Answer:

Who am I?

1. (4 points)
2. (3 points)
3. (2 points)
4. (1 point)

Answer:

Who am I?

1. (4 points)
2. (3 points)
3. (2 points)
4. (1 point)

Answer:

Name: _____

Territorial Characters Note-Taking Worksheet

Name of Character:

Main Ideas:

What was his or her position on slavery in Kansas Territory?

How did he or she work to promote his or her side of the slavery issue?

Main events in his or her life:

Important details to remember:

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Main Ideas:

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Important details to remember: